

Talking Points: Florida's Plan to Pilot a Growth Model under NCLB

▶ What is the Growth Model Pilot?

- In November 2005, the U.S. Department of Education (USDE) invited states to participate in a pilot project where growth models would be used to determine whether schools made adequate yearly progress (AYP) under No Child Left Behind (NCLB).
- Ten states will be chosen to participate in the pilot program.

▶ Why apply?

- Florida supports the inclusion of a growth model in the determination of AYP.
- Florida currently leads the nation in capturing student learning gains and using them in a state accountability system. Florida's use of student learning gains in the school grading calculation is unparalleled by any other state.
- This opportunity is a result of the USDE Growth Model Task Force, led by Secretary Spellings and charged with identifying strategies for incorporating growth models into the implementation of NCLB. Florida's Commissioner of Education was a member of this important Task Force.

▶ What is the likelihood of being chosen to participate?

- The selection of the pilot states will be based on a peer review of how well a state's proposal addresses the required criteria outlined within seven core principles.
- Florida is poised to lead in this area because our assessment and accountability system exceeds the expectations delineated in the seven core principles—a conclusion easily drawn from a review of the required principles.

▶ What is Florida's proposal?

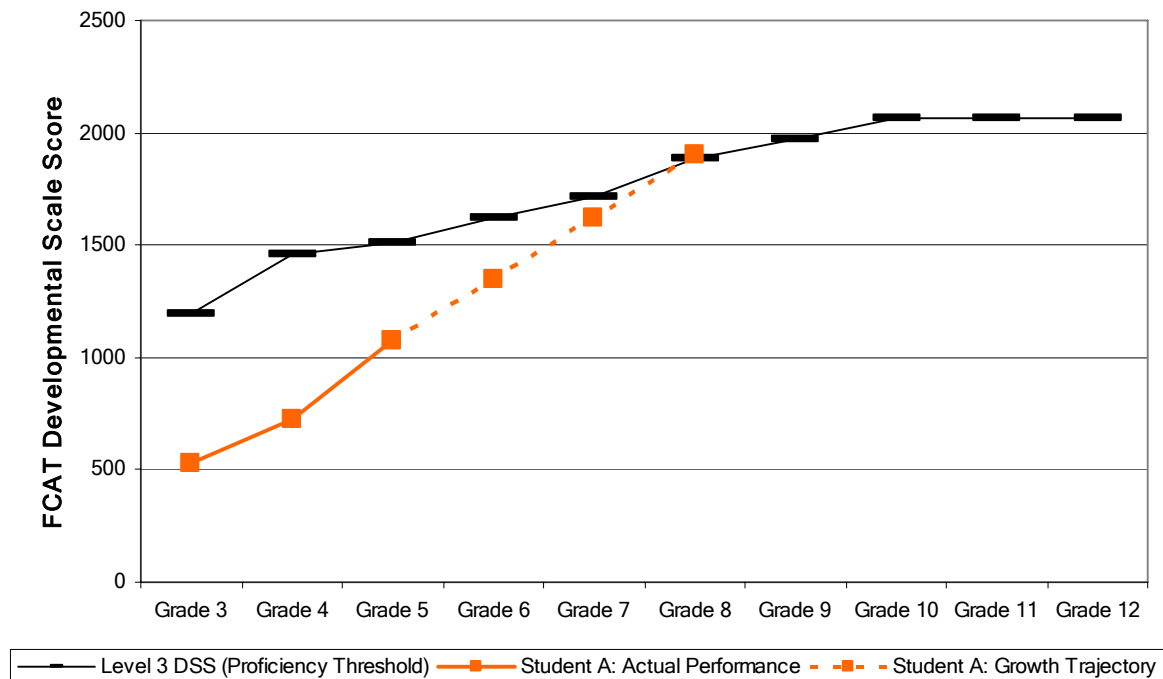
Florida's proposal has 2 components – a growth component and an improvement component.

Growth:

- Florida is proposing to provide schools and districts with an additional way to meet AYP through the use of a "three-year trajectory." Using what we know about a student's growth, the three-year trajectory will estimate how much a student should "grow" in three years. If a student's expected growth (calculated by the three-year trajectory) crosses the threshold for proficiency in three years or less, the student will be considered "on track to be proficient" and will be included in the percent of students proficient in the schools AYP calculation. See Figure 1 for an illustration of a student "on track to be proficient."

- Schools and districts would still have the other two options of meeting AYP criteria by using the status model (meeting the annual proficiency benchmarks) or through safe harbor (10 percent decrease in the percent of students not proficient). The proposed growth model would be the third way schools and districts can meet the AYP criteria.

Figure 1:
"On Track to Be Proficient"
 Example of a 5th Grade Student's Growth Trajectory to Proficiency



Improvement (Closing the Achievement Gap):

- In the spirit of developing growth models to demonstrate schools making AYP and closing the achievement gap, Florida is proposing, in addition to the growth model, an improvement model. The improvement model looks at subgroups that did not meet AYP by meeting the status model, safe harbor model, or growth model, but have closed the gap on state proficiency by improving the percent of proficient students in the subgroup by more than the state average.

► What will the impact be?

- Growth:** If Florida is granted the flexibility to use the proposed growth model, it is estimated that 1,237 schools will meet AYP—an additional 121 schools over last year.
- Growth and Improvement:** If Florida is granted the flexibility to use the proposed growth and improvement models, it is estimated that 1,327 schools will meet AYP—an additional 211 schools over last year.

AYP Determination	Yes	No
2005 AYP Results Status and Safe Harbor (No Growth Model) Reading 37% and Mathematics 44%	1116	1987
2006 Projected AYP Results based on 2004-05 data, Status and Safe Harbor (No Growth Model), Reading 44% and Mathematics 50%	916	2193
2006 Projected AYP Results based on 2004-05 data, Status and Safe Harbor and Growth Model, Growth Model = On Track to be Proficient in Three Years, Reading 44% and Mathematics 50%	1237	1872
2006 Projected AYP Results based on 2004-05 data, Status and Safe Harbor and Growth Model, Growth Model, Improvement Model = Closing the Gap on State Level Proficiency, Reading 44% and Mathematics 50%	1327	1782

► **When will a decision be made?**

- Florida intends to submit a proposal to the USDE on February 17, 2006. The actual peer review of state proposals will occur in April 2006, with final recommendations due by May 2006. The USDE intends to complete the approval process so that approved states are able to apply their growth model proposals in making AYP determinations incorporating 2005-06 data (prior to the beginning of the 2006-07 school year).